

Quick Start Guide
to the
State Report Card (STRC)
Reporting System

August 2012

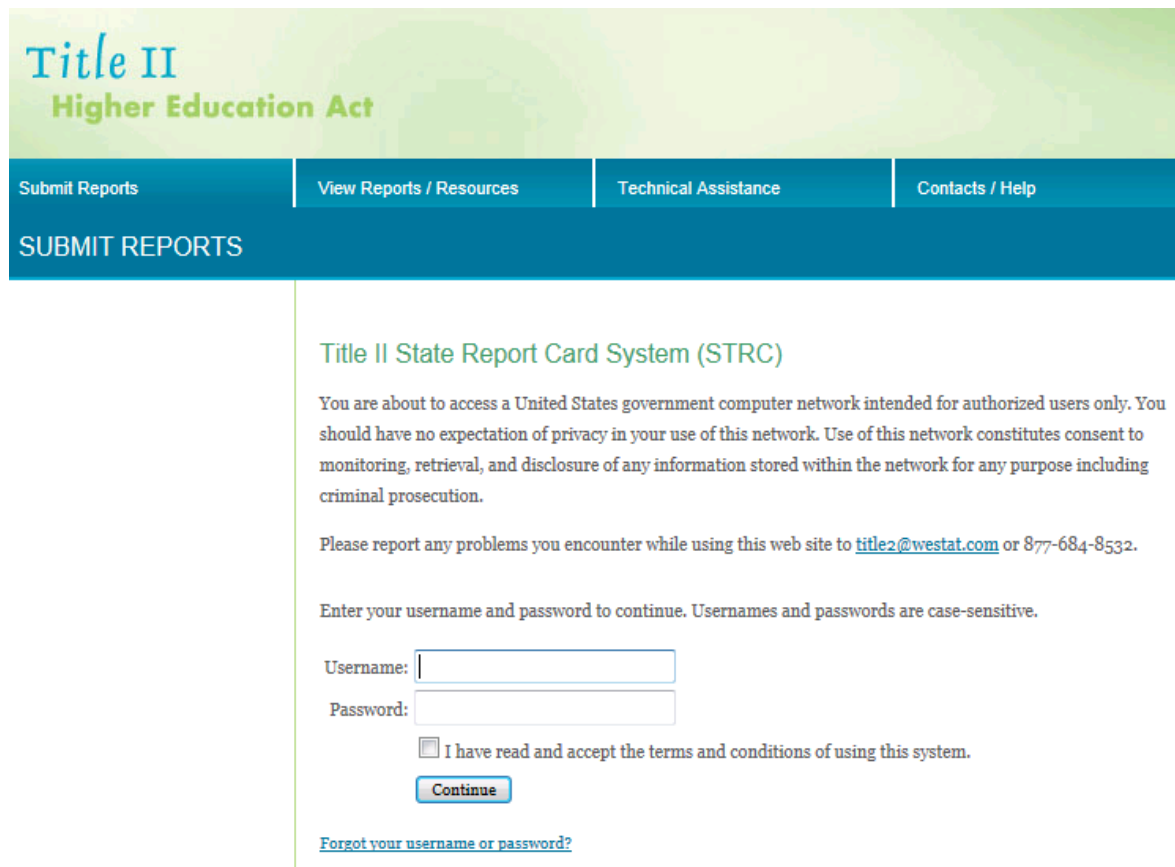
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Part I: STRC System and Reporting Tips

Logging In to the STRC

To log in to the Title II State Report Card reporting system (STRC), go to: <https://title2.ed.gov/Title2STRC/default.aspx>. Type in your username and password, check the box next to *I have read and accept the terms and conditions of using this system*, and click the Continue button.



The screenshot shows the Title II State Report Card System (STRC) login interface. At the top, there is a green header with the text "Title II Higher Education Act". Below this is a blue navigation bar with four links: "Submit Reports", "View Reports / Resources", "Technical Assistance", and "Contacts / Help". A dark blue bar below the navigation bar contains the text "SUBMIT REPORTS". The main content area has a light green background and contains the following text:

Title II State Report Card System (STRC)

You are about to access a United States government computer network intended for authorized users only. You should have no expectation of privacy in your use of this network. Use of this network constitutes consent to monitoring, retrieval, and disclosure of any information stored within the network for any purpose including criminal prosecution.

Please report any problems you encounter while using this web site to title2@westat.com or 877-684-8532.

Enter your username and password to continue. Usernames and passwords are case-sensitive.

Username:

Password:

☐ I have read and accept the terms and conditions of using this system.

[Forgot your username or password?](#)

Changing Your Password

The first time you log into the STRC, you will be prompted to change your password (see Figure 2). Your new password must meet the following requirements:

- Must be 8-12 characters in length;
- Cannot be one of your last 6 STRC passwords;
- Cannot contain a symbol;
- Must contain at least one letter;
- Must contain at least one number;
- Must be changed at least every 90 days.

Setting Security Questions

After you change your password, you will see drop down menus containing security questions that will allow you to access the STRC in the event you get locked out of the system. You will set up your security questions at the initial password change screen by selecting three different questions from the drop down menu in the **Question 1**, **Question 2** and **Question 3** boxes. After you have identified your questions, provide the answers in the **Answer 1**, **Answer 2** and **Answer 3** boxes. If you need to use this feature to unlock your account in the future, you will be required to provide the answers exactly as you have provided in this section.

After you have successfully changed your password and set up your security questions and answers, click **Save** to proceed.

Choose Report Card
Account Information
Glossary
Contact Us
Users
User Activity

[Contact Us](#) - [Glossary](#) - [Log out](#)

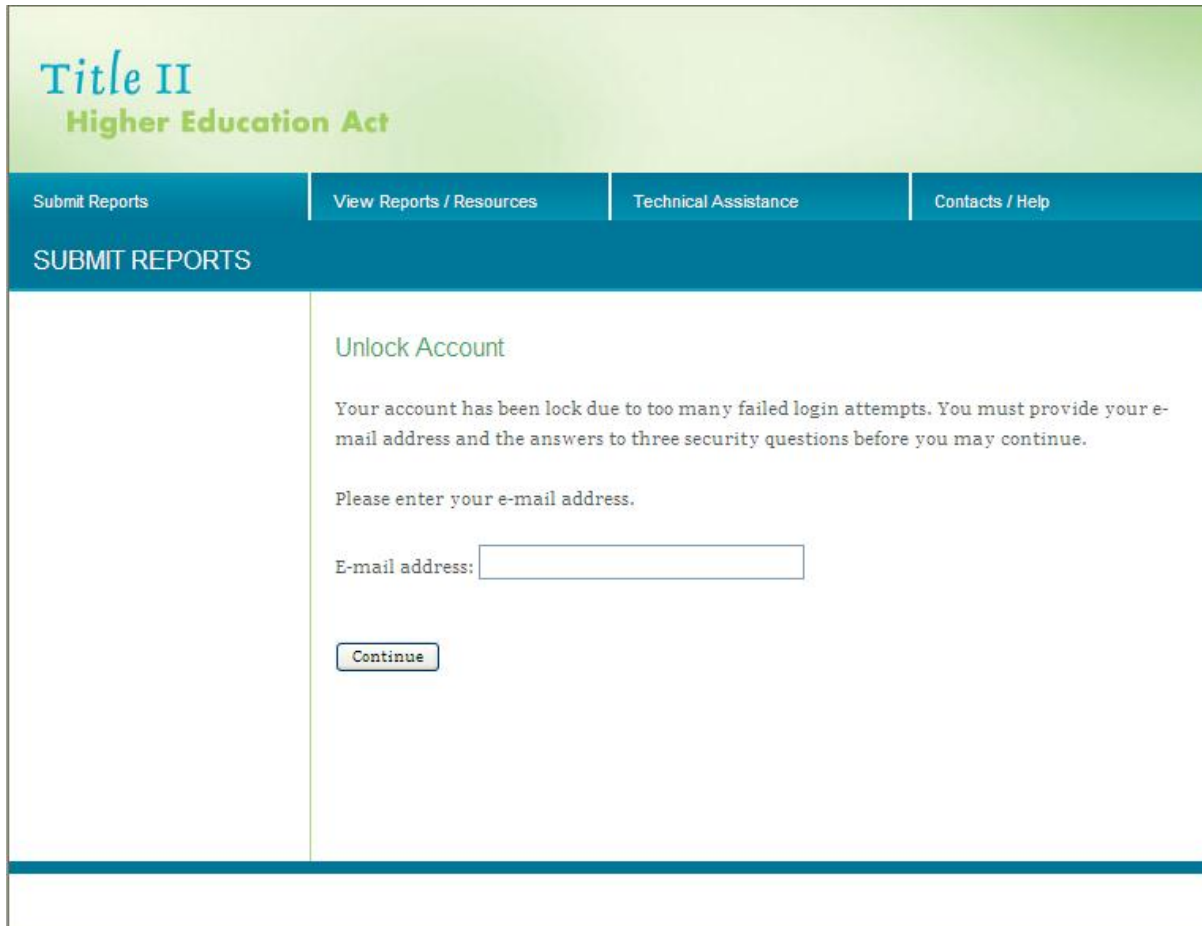
Account Information

Contact Name:	Mrs. ▾	Carrie	Murthy
Title:	Research Analyst		
Agency:	Westat		
Address:			
City, State, Zip	Laramie	WY	82070
Phone:	240-888-1953		
Fax:			
Email:	carriemurthy@westat.com		
Username:	carriemurthy	Must be 5 to 12 letters and/or numbers.	
Password:	●●●●●●●●	Must be 8 to 12 characters, contain a letter, and contain a number.	
Confirm password:	●●●●●●●●		
Security Questions:	Question 1: What is your mother's middle name? ▾		
	Answer 1:		
	Question 2: What is your father's middle name? ▾		
	Answer 2:		
	Question 3: What is your oldest sibling's middle name? ▾		
	Answer 3:		

Unlocking your Account

During subsequent logins, if you enter an incorrect username and/or password, you will see a message stating, "The username/password supplied is incorrect. Please check it before trying again." If you enter an incorrect username and/or password three times during a twelve hour span, your account will be locked.

You can unlock your account by answering the three security questions that you provided at your initial login. To begin this process, enter your email address in the box provided and click **Continue**. You must ensure that you provide the email as it was listed in the STRC account information. If you provide anything different from what is on file, the STRC system will not be able to identify you, and you will need to contact Westat to unlock your account.



The screenshot shows the Title II Higher Education Act website. The header is green with the text "Title II" in blue and "Higher Education Act" in green. Below the header is a navigation bar with four links: "Submit Reports", "View Reports / Resources", "Technical Assistance", and "Contacts / Help". Below the navigation bar is a dark blue bar with the text "SUBMIT REPORTS". The main content area is white and contains the "Unlock Account" form. The form has a title "Unlock Account" in green. Below the title is a message: "Your account has been lock due to too many failed login attempts. You must provide your e-mail address and the answers to three security questions before you may continue." Below the message is a prompt: "Please enter your e-mail address." Below the prompt is a text input field labeled "E-mail address:". Below the input field is a "Continue" button.

Title II
Higher Education Act

Submit Reports | View Reports / Resources | Technical Assistance | Contacts / Help

SUBMIT REPORTS

Unlock Account

Your account has been lock due to too many failed login attempts. You must provide your e-mail address and the answers to three security questions before you may continue.

Please enter your e-mail address.

E-mail address:

Invalid Username

If you receive a message saying “Your username is invalid,” this indicates that you have entered your username incorrectly, or you are trying to log into a website other than the STRC. For states using the Institution and Program Report Card (IPRC) reporting system for the institution reporting period, please note that you have different accounts for the IPRC and the STRC. Be sure you are using your STRC username and password. Additionally, be sure that you are using this website to log into the STRC: <https://title2.ed.gov/Title2STRC/default.aspx>.

Deactivated Accounts

STRC accounts that are not used for more than 90 days are deactivated. Contact Westat (title2@westat.com) to reactivate your account.

Navigating the STRC

Once you log in to the STRC, you can access all sections of the report by clicking the links on the left side of the page. You can also access other information, such as the instructions and glossary.

Title II

Higher Education Act

[Submit Reports](#)[View Reports / Resources](#)[Technical Assistance](#)[Contacts / Help](#)

SUBMIT REPORTS

Instructions

Contact Information

Introduction

Section I.a Traditional Program Admission Requirements

Section I.b Alternative Program Admission Requirements

Section I.c Enrollment

Section I.d Supervised Clinical Experience

Section I.e Teachers Prepared by Area of Certification

Section I.e Teachers Prepared by Subject Area

Section I.e Teachers Prepared by Academic Major

Section I.f Program Completers and Teachers Certified

Section II Requirement Reliability and Validity

Section III Certification Requirements

Section IV Standards and Criteria

Section V Pass Rates

Section V Assessment Information

Section V Traditional Assessment Pass Rates

Section V Traditional Summary Pass Rates

Section V Alternative, IHE-based Assessment Pass Rates

Section V Alternative, IHE-based Summary Pass Rates

Section V Alternative, Not IHE-based Assessment Pass Rates

[Contact Us](#) - [Glossary](#) - [Log out](#)

Alabama

2010-11

Welcome

Welcome to the Title II State Report Card System (STRC).

Title II state report cards are due on October 31, 2012. As you complete your report card, check [Section XIII](#) for unanswered questions and edit check information.

You can print your entire report card using the [Print Report Card](#) menu item on the left side of the screen. If you want to print a single report section, use the *Printer-friendly view* link at the top or bottom of the section.

States that choose to use Westat's Institutional and Program Report Card (IPRC) online reporting system to collect the Title II data from the IHEs and non-IHE-based alternative routes will have their data preloaded into the appropriate sections of the state report card each year, including pass rates. Please review these data to ensure that the correct information was placed in the correct section of the state report card. Please note that that while states have the ability to make changes to the data preloaded into the state report card, changes made in the STRC are not reflected in the IPRC. Also note that only data from certified reports were preloaded. States must ensure that the data reported by the IHEs and non-IHE-based alternative routes are complete and accurate during the spring reporting period.

States that do not use the IPRC still must collect the required data from the IHEs and non-IHE-based alternative routes during the spring reporting period. The data must be included in the state report card. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state report card.

The procedures for developing the information required for this questionnaire are explained in the [Higher Education Opportunity Act, Title II: Reporting Reference and User Manual](#). Terms and phrases in this questionnaire are defined in the [glossary](#).

Upload Supporting Files

Several sections of the report card allow you to upload supporting documents. To upload a supporting document, click on the appropriate section of the report on the lefthand menu. Then, under the Supporting Files subsection of that page, click the Browse button to navigate your computer and select a document. Once you have selected your document, click open. Click the Upload button to finish the upload process. Please note you can only upload Microsoft Word, Microsoft Excel or Adobe PDF documents. In the Link Text box, provide a brief title or description of the document. The files you upload will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Supporting Files

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

You may not upload any file larger than 4 MB. Please put any large files on your program's web server and provide links to them in *Links to Related Web Sites* below.

Link text:

File:

Add Links to Related Web Sites

Several sections of the report card allow you to include links to related web sites. To add a link, click on the appropriate section of the report on the lefthand menu. Then, under the Links to Related Web Sites subsection, provide a brief title or description of the website in the Link text box, and enter the full URL into the URL box. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear.

Links to Related Web Sites

You may add links to related web sites to be included with your report card. Be sure to include the entire URL, beginning with the 'http://' or 'https://'. Add links in the order that you'd like them to appear.

Link text:

URL:

Additional Features of the STRC

The following features can be found throughout the STRC:

- Radio buttons
- Text boxes
- Check boxes
- Glossary
- Printer-friendly View
- Contact Us
- Check Spelling
- Buttons to **Save** and **Reset**

Radio buttons. You may choose only ONE response when using radio buttons. To select a radio button, click on it with your mouse. Once a radio button is selected, the only way to deselect it is to choose another radio button in that response.

Text boxes. Single-line text boxes are usually limited to the size of the displayed box. Multi-line text boxes do not have a character limit; however, we encourage you to be brief, concise and to the point when entering text.

Submit State Reports	View Reports / Resources	Technical Assistance	Contacts / Help
SUBMIT REPORTS			
Instructions	Contact Us - Glossary - Log out		
Contact Information	California 2008-09		
Introduction	Section VII Program Performance		
Section I.a Traditional Program Admission Requirements	Printer-friendly view (opens in new window)		
Section I.b Alternative Program Admission Requirements	Criteria for assessing the performance of teacher preparation programs in the state (§205(b)(1)(F), §207(a))		
Section I.c Enrollment	1. Has the state implemented criteria for assessing the performance of traditional teacher preparation programs?		
Section I.d Supervised Clinical Experience	<input type="radio"/> Yes		
Section I.e Teachers Prepared	<input type="radio"/> No		
Section I.f Program Completers	If yes, provide the implementation date (mm/dd/yyyy).		
Section II Requirement Reliability	<input type="text"/>		
Section III Certification Requirements	2. Has the state implemented criteria for assessing the performance of alternative routes to teacher certification or licensure?		
Section IV Standards and Criteria	<input type="radio"/> Yes		
Section V Pass Rates	<input type="radio"/> No		
Section V Assessment Pass Rates	If yes, provide the implementation date (mm/dd/yyyy).		
Section V Summary Pass Rates	<input type="text"/>		
Section VI Alternative Routes	3. List the entities involved in implementation:		
Section VII Program Performance	<input type="text"/>		
Section VIII Low-Performing	4. Specify any national organizations whose criteria are being used or that are involved in some other way:		
Section IX HQT Shortages	<input type="text"/>		
Section X Teacher Training	5. If the state has not implemented criteria, has the state proposed criteria for assessing teacher preparation program performance?		
Section XI Technology	<input type="radio"/> Yes		
Section XII Improvement Efforts			
Section XIII Report Card Certification			
Supplemental			
Print Report Card			
Account Information			
Glossary			
Contact Us			

Check boxes. You may choose more than one check box in a single response (see Figure 7). To select a check box, click your mouse in the box (or using the Tab key, tab to the box and press the space bar). To deselect a box, click your mouse in the box (or press the space bar) again.

27. Who administers the alternative route?

- ☐ State
- ☐ Institution of higher education
- ☐ District
- ☐ Non-profit or private organization
- ☐ Other (specify:)

If the alternative route is administered by institutions of higher education, select the institutions offering this alternative route:

- ☐ Alliant International University (584)
- ☐ Alliant International University - Alt (584)
- ☐ Antioch University Los Angeles (494)
- ☐ Antioch University Santa Barbara (496)
- ☐ Antioch University Santa Barbara - Alt (496)
- ☐ Argosy University (497)
- ☐ Azusa Pacific University (500)
- ☐ Azusa Pacific University - Alt (500)

Check Boxes →

Glossary. If you want to check the definition of a word listed in the glossary, click on the Glossary link at the top or bottom of the page. A new window will open with the glossary.

Printer-Friendly View. To print a section of the report, click on the Printer-Friendly View link at the top or bottom of the page. A new window will open with the report section formatted for printing. To print the section, use your browser print function. Be sure you have saved any newly entered information before clicking Printer-Friendly View, as it will only display the saved data.

Contact Us. If you need technical assistance with this Website, click the Contact Us link. A new window will open with email and telephone contact information.

**Title II
Higher Education Act**

Submit Reports | View Reports / Resources | Technical Assistance | [Contacts / Help](#)

SUBMIT REPORTS

- Instructions
- Contact Information
- Introduction
- Section I.a Traditional Program Admission Requirements
- Section I.b Alternative Program Admission Requirements
- Section I.c Enrollment
- Section I.d Supervised Clinical Experience

Section VII Program Performance

Criteria for assessing the performance of teacher preparation programs in the state (continued)

Contact Us → [Contact Us - Glossary - Log out](#)

Glossary →

Printer-friendly view → [Printer-friendly view \(opens in new window\)](#)

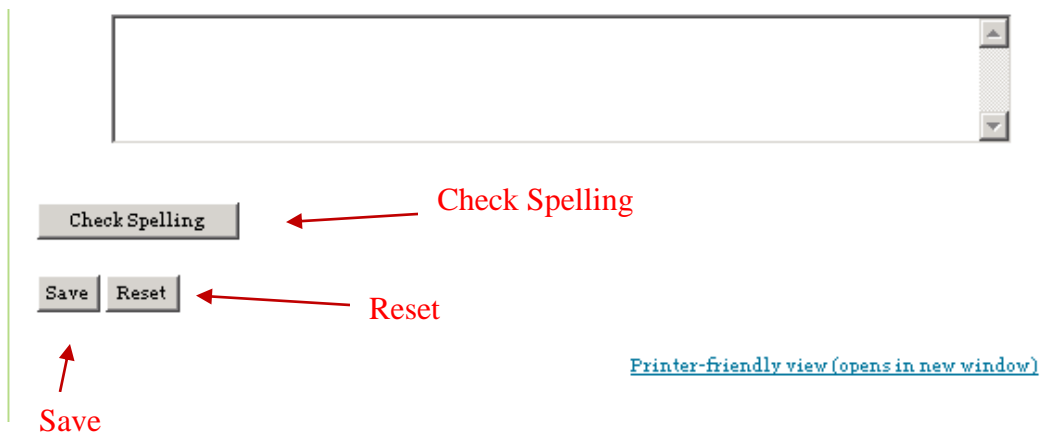
Palau 2010-11

Check Spelling. If you want to check the spelling in a section, click on the button at the bottom of the page marked, "Check Spelling." A new window will open that lists spelling errors and suggests replacements. This feature is similar to those used in word processing programs. In order for the spell-check feature to work properly, your browser must allow pop-up windows. Please disable any pop-up blockers when using this feature.

Buttons. At the bottom of most pages are **Save** and **Reset** buttons. A description of each is below.

Save: Selecting this button saves data in the section and keeps you in that section. If you will be working on the same section for a long time, we recommend that you save your data at least every 15 minutes.

Reset: This button will reset all fields in the section to their last saved value. For example, if you make changes to a saved section but do not want to save the changes, use the Reset button. The section will return to how it appeared the last time you saved it.



Title II Contacts

Completing your Title II State Report Card requires collaboration between the institutions and programs in your state, individuals in your state agency, testing companies, and Westat's Title II Service Center staff. With so many organizations and individuals involved in the reporting process, it is important for you to know who to contact when questions or problems arise.

- Contact Westat's Title II Service Center if you have questions or problems related to the Title II State Report Card reporting system, the content of the State Report Card, or the reporting timeline and due dates.
- Contact your testing agency if you have questions or problems related to the timeline or process of reporting and verifying pass rates.

Westat's Title II Service Center

✉ Title2@westat.com ☎ (877) 684-8532

In order to provide personalized support, each state is assigned to an individual Title II Service Center representative. The Title II Service Center representative assignments are:

Carrie Murthy ✉ CarrieMurthy@westat.com ☎ (240) 888-1953	Nancy Thornton ✉ NancyThornton@westat.com ☎ (301) 610-5135	Kelly Choong ✉ KellyChoong@westat.com ☎ (301) 738-3572
Alabama	Kansas	Ohio
Alaska	Kentucky	Oklahoma
American Samoa	Louisiana	Oregon
Arizona	Maine	Palau
Arkansas	Marshall Islands	Pennsylvania
California	Maryland	Puerto Rico
Colorado	Massachusetts	Rhode Island
CNMI (Northern Mariana Islands)	Michigan	South Carolina
Connecticut	Minnesota	South Dakota
Delaware	Mississippi	Tennessee
District of Columbia	Missouri	Texas
Federated States of Micronesia	Montana	Utah
Florida	Nebraska	Vermont
Georgia	Nevada	Virgin Islands
Guam	New Hampshire	Virginia
Hawaii	New Jersey	Washington
Idaho	New Mexico	West Virginia
Illinois	New York	Wisconsin
Indiana	North Carolina	Wyoming
Iowa	North Dakota	

Testing Agency Contacts

ETS: Sharen Virgin, Title II Administrator ✉ Title2@ETS.ORG ☎ 609-683-2733	Pearson: Jeanne Clayton, Senior Area Director ✉ Jeanne.Clayton@pearson.com ☎ (413) 256-0444
ABCTE: Albert Chen, VP of Operations ✉ achen@abcte.org ☎ (202) 263-8322	ACTFL: Cara Brozenich, Testing Specialist ✉ cara.brozenich@languagetesting.com ☎ (914) 963-7710 x 119

Preloaded Data in the STRC

Many sections of the STRC are preloaded with data from your previous year's STRC report, or from the Institution and Program Report Cards (IPRC) that were certified in April. The table below identifies each section of the State Report Card and indicates where the data for that section are loaded from.

Source of Preloaded Data in the STRC

Section of the State Report Card	Source of Data
Introduction	Text from previous STRC report.*
Section I.a Traditional Program Admission Requirements	IPRC**
Section I.b Alternative Program Admission Requirements	IPRC**
Section I.c Enrollment	IPRC**
Section I.d Supervised Clinical Experience	IPRC**
Section I.e. Teachers Prepared	Academic majors: IPRC** Subject areas: IPRC** Areas of certification/licensure: States enter data
Section I.f Program Completers and Teachers Certified	Program completers: IPRC** Teachers Certified: States enter data
Section II Requirement Reliability and Validity	Text from previous STRC report.*
Section III Certification Requirements	Previous STRC report
Section IV Standards and Criteria	Previous STRC report
Section V Pass Rates	IPRC**
Section VI Alternative Routes	Question 4: States enter data All other questions: Previous STRC report
Section VII Program Performance	Previous STRC report
Section VIII Low Performing	Information is populated from the previous STRC report ONLY if the programs were designated as low-performing or at-risk.
Section IX HQT Shortages	Text from previous STRC report.*
Section X Teacher Training	Text from previous STRC report.*
Section XI Use of Technology	Text from previous STRC report.*
Section XII Improvement Efforts	Text from previous STRC report.*
Supplemental	Text from previous STRC report.*

* Links and uploads from the previous STRC report do not carry over. Please be sure to re-attach any links or supporting documents.

** States that do not use the IPRC may choose to use a template to load data in these sections, or can enter the data manually.

Non-IPRC States

If your state does not use the IPRC, you will need to complete a template with Institution and Program Information in order to load your Institutions and Programs into the State Report Card. Additionally, you can use the template to complete several sections of the report and have Westat load that data into your State Report Card, rather than manually entering data into the system.

The template is an Excel file with three tabs: Fields, Report, and TeachersPrepared.

Fields

The Fields tab is a guide for completing the template. For each field in the Report and TeachersPrepared tabs, the Field tab identifies the corresponding section in the State Report Card, the type of response allowed (numerical, text, etc), the maximum length of response allowed, and valid values (for example, yes/no responses must use “1” for yes and “2” for no).

Report

The Report tab is the template used to load Institution/Program Information and Sections I.a and I.b (Admission Requirements), I.c (Enrollment), I.d (Supervised Clinical Experience), and I.f (Program Completers). At a minimum, you must complete the Institution/Program Information fields so Westat can load the Institution and Programs into your report. For all other sections, you may choose to complete the template so Westat will load the data into the report, or manually enter the data into the report after Westat has loaded the Institutions and Programs. You may want to refer to the Title II Tips for Reporting documents for each section of the report as you work to complete the template, or as you enter the data into the system manually.

In order to decrease the burden of completing the template, Westat can preload the template with last year’s data for the InstCode, Institution, and Program Type fields, as well as all of the data for Section I.a and I.b (Admission Requirements). Please add and delete programs if necessary, and review the Admission Requirements data for accuracy.

TeachersPrepared

The TeachersPrepared tab is the template used to load the Section I.d Teachers Prepared by Area of Certification, Teachers Prepared by Academic Major, and Teachers Prepared by Subject Area tables. You may choose to complete the template so Westat will load the data into the report, or manually enter the data into the report after Westat has loaded the Institutions and Programs. Please note that the Teachers Prepared by Academic Major and Teachers Prepared by Subject Area tables have preloaded majors and subject areas; you just need to enter the number of program completers in those academic majors and subject areas for each Institution or Program. However, for the Teachers Prepared by Area of Certification table, there are no pre-loaded categories. For each Institution or Program, you will need to add rows listing the areas of certification based on the areas offered in your state, and enter the number of teachers receiving initial certification in those areas. You may want to refer to the corresponding Title II Tips for Reporting document as you complete this section.

Part II: State Report Card Sections

Sections I.a and I.b: Admissions Requirements

Sections I.a and I.b require states to report on the elements required for admission into any initial teacher certification program(s) at either the undergraduate (UG) or postgraduate level (PG). States report admission requirements for traditional programs in section I.a, and alternative programs in section I.b. For each program, admission requirements are listed along with radio buttons to select Yes, No or NA. Yes indicates the element is required for admission into the teacher preparation program, while No indicates the element is not required for admission into the teacher preparation program. A response of NA indicates there is not a teacher preparation program at that level or the program did not respond during the spring data collection period.

For purposes of reporting, the admissions requirements sections refer to elements required for admission into the teacher preparation program, *not* admission into the institution of higher education (IHE).

Example: An IHE requires a minimum high school GPA for admission into the IHE at the undergraduate level. The traditional teacher preparation program, which is an undergraduate program within that IHE, does not specifically require a minimum high school GPA. It does require a minimum GPA in content area coursework. The correct way to report on these elements is “No” for “Minimum high school GPA” since it is not a specific admissions requirement of the teacher preparation program, and “Yes” for “Minimum GPA in content area coursework.”

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section I.c: Enrollment

Section I.c requires states to report the number of students enrolled in each teacher preparation program by total enrollment, gender and race/ethnicity. For purposes of this data collection, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not yet completed the program. States will submit enrollment data for each academic year, which is defined as September 1 through August 31 of each year.

While IHEs and states are required to report enrollment information, it is important to note that gender and race/ethnicity are often voluntarily self-reported data, and some individuals may choose to withhold their gender or race/ethnicity. When reporting this data, states may find that the sum of their gender and race/ethnicity categories may not add up 100 percent of their total enrollment. The U.S. Department of Education recognizes that demographic data reported in this section is obtained through self-identification of enrollees and is not mandatory for individuals to

provide. States should provide the data they have even if it is not complete. For guidance from the USDOE on the collection and reporting of racial and ethnic data, please see <http://edocket.access.gpo.gov/2007/pdf/E7-20613.pdf>.

For purposes of reporting, the enrollment section refers to the number of teacher candidates enrolled in the teacher preparation program, *not* the total number enrolled in the IHE.

Examples:

An enrolled student self-identifies as a white female, therefore this student should be reported under “Total Enrollment”, “female” in the gender section and “White” under the race/ethnicity categories.

An enrolled student does not provide information regarding gender or race/ethnicity. The correct way to report this student is to include him in the “Total Enrollment” count, but not include him in any gender or race/ethnicity categories.

A student that was enrolled in the program at the beginning of the fall semester completes the program during the spring semester. The correct way to report would be to count this student as a program completer, not an enrolled student.

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section I.d: Supervised Clinical Experience

Section I.d Supervised Clinical Experience requires states to report data on the supervised clinical experience in each teacher preparation program. Data on the following elements of supervised clinical experience will be reported:

- Average number of clock hours of supervised clinical experience required prior to student teaching;
- Average number of clock hours of supervised clinical experience required for student teaching;
- Number of full-time equivalent faculty supervising clinical experience during this academic year;
- Number of full-time equivalent adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff); and
- Number of students in supervised clinical experience during this academic year.

Supervised clinical experience is defined as a series of supervised field experiences (including student teaching) with PreK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Section 202 (d)(2) of the *Higher Education Act*, as amended in 2008, describes features of clinical experience. Courses

in the curriculum that include the activities described in Section 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework as nonclinical or clinical. Alternative route programs can work with their state to determine what courses are supervised clinical experiences if the alternative route program's courses do not meet the definitions above.

“Average number of clock hours required” refers to hours per teacher preparation program participant. To the extent possible, responses are to separate pre-student teaching clinical experience from student teaching. The intent is not to aggregate across teacher preparation program participants, but rather to assess per-person clock hours. “Clock hours” does not refer to semester or credit hours, but actual time spent on these activities. In the term “supervised clinical experience,” it’s the overall experience that is supervised, not every moment of the experience. No faculty to student ratio is required, nor expected.

Supervising faculty are defined as all persons whom the institution regards as having faculty status, who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching and who have an administrative link or relationship to the teacher preparation program. When reporting on the number of faculty in supervised clinical experience, do not weight the number of faculty based on the number of teacher preparation program participants they are supervising or the number of credit hours their supervision represents. A full-time faculty member is counted as 1 FTE. A half-time faculty member is counted as 0.5 FTE. PreK-12 staff (whether teachers or other educational leaders) who are engaged significantly with the teacher- candidates during their supervised clinical experience – in terms of spending significant amounts of time working with them – should be counted in the FTE faculty. We suggest three criteria, any one of which would imply inclusion in the count:

- If they spend a number of hours each week observing, supervising or discussing the clinical experience with the teacher-candidates or other teacher preparation program faculty;
- If they receive a stipend from the teacher preparation program for their participation;
- If they are considered part of the teacher preparation program, in terms of recognition in brochures or other program descriptions provided to the state or the general public.

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section I.e: Teachers Prepared

Section I.e requires states to report the number of teachers prepared by Area of Certification, Subject Area, and Academic Major.

Teachers Prepared by Area of Certification

In this table, for each teacher preparation program, states report the number of teachers receiving an initial teaching certificate, by the area of certification. Areas of certification vary by state, so

there is not a pre-set list or dropdown box from which to choose. Instead, for each teacher preparation program, states should enter the areas of certification offered in their state and indicate how many teachers received an initial certificate in those areas.

States may enter data manually into the system, or may submit an Excel spreadsheet using Westat's template to have the data uploaded into Section I.e Teachers Prepared by Area of Certification.

Teachers Prepared by Subject Area

In this table, for each teacher preparation program, states report the number of program completers by subject area. Subject area refers to the area in which individuals are prepared to teach.

States that use IPRC will have this table preloaded into the state report each year. In the IPRC, for each subject area listed, IHEs provided the number of program completers prepared to teach that subject, choosing the subject area that best fit the area in which the individual was prepared. Individuals may have been counted more than once. For example, if an individual was prepared to teach Elementary Education and Mathematics, that individual would have been counted in both subject areas. Cells may be blank if no individuals were prepared in a particular subject area.

States that do not use the IPRC will work with Westat to load the data into the state report.

Teachers Prepared by Academic Major

In this table, for each teacher preparation program, states report the number of program completers by academic major. Academic major refers to the actual major granted to an individual.

States that use IPRC reporting system will have this table preloaded into the state report each year. In the IPRC, for each academic major listed, IHEs provided the number of program completers in that major, choosing the academic major that best fit the major offered by their institution. For example, an individual that majored in Geology would have been counted in the "Geological and Earth Sciences/Geosciences" academic major. The list of majors includes several "Teacher Education" majors, as well as several non-education majors. If an individual majored in Chemistry, that individual would have been counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category. Individuals may have been counted more than once. If an individual majored in Secondary Math Education, that individual would have been counted in the "Teacher Education–Secondary Education" academic major category, as well as the "Teacher Education–Mathematics" category. Cells may be blank if no individuals were prepared in a particular academic major.

States that do not use the IPRC will work with Westat to load the data into the state report.

Using Westat's template to complete the Teachers Prepared by Area of Certification table

The template is an Excel file with two tabs: Fields and TeachersPrepared.

Fields

The Fields tab is a guide for completing the template. For each field in the TeachersPrepared tabs, the Field tab identifies the corresponding section in the State Report Card, the type of response allowed (numerical, text, etc), the maximum length of response allowed, and valid values.

TeachersPrepared

The TeachersPrepared tab is the template used to load the Section I.e Teachers Prepared by Area of Certification tables. Please note that there are no pre-loaded categories for the area of certification. For each Institution or Program, you will need to add rows listing the areas of certification based on the areas offered in your state, and enter the number of teachers receiving initial certification in those areas.

The first three columns are InstCode, Institution, and ProgramType. Please enter the institution code, institution name, and program type (Traditional; Alternative, IHE-based; or Alternative, not IHE-based).

In the Record Type column, enter Area. This ensures the system loads the data into the Teachers Prepared by Area of Certification table, as opposed to the Subject Area or Academic Major tables, which are already preloaded with data from the IPRC.

In the AreaDesc column, enter the areas of certification offered in your state. Each area of certification should be listed on a different row, and each Institution/Program should have multiple rows of data (one row for each area of certification). You may find it easiest to add all of the areas of certification for one Institution/Program first, and then copy and paste for the rest of the Institutions/Programs.

In the Prepared column, enter the number of individuals earning an initial teaching certificate in the area of certification listed for that row.

Section I.f: Program Completers and Teachers Certified

Section I.f requires states to report the total number of initial teaching credentials issued in the state, and the total number of program completers for each teacher preparation program.

Teachers Certified/Licensed

In this table, states will report the number of initial teaching licenses issued to individuals trained in state and trained out of state. This is a total count of initial teaching licenses or certificates issued, *not* a count of individuals earning an initial certificate or license. If an individual earns two initial licenses, the state should count this as two initial licenses issued, because the count is

of the number of initial licenses issued and not the number of individuals earning an initial license.

Program Completers

In this table, states will report the number of program completers by program type for the current year and previous two academic years. This count is an unduplicated count of individuals completing the teacher preparation program during the academic years being reported. For the 2012 report, states will provide the number of program completers for AY 2008-09, AY 2009-10 and AY 2010-11.

For purposes of reporting, a program completer is defined as a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

States that choose to use the IPRC will have the IPRC data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the IHE and non-IHE-based alternative route data into the state Title II report. All states will need to review these data to ensure accuracy.

Section II: Requirement Reliability and Validity

Section II requires states to provide documentation on the reliability and validity of the teacher certification and licensure assessments, and any other certification and licensure requirements, used by the state.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section III: Certification Requirements

Section III Certification Requirements requires states to list each teaching certificate or license currently issued by the state and answer the questions about each certificate or license. States should include all teaching licenses including initial, emergency, temporary, provisional,

permanent, professional and master teacher licenses as well as any licenses given specifically to those participating in or completing alternative routes to certification or licensure. Do not include certificates/licenses for principals, administrators, social workers, guidance counselors, speech/language pathologists or any other school support personnel.

All certificates and responses from the previous year's report will be preloaded into this section. Please review the list to ensure all certificates and licenses are included, and review the responses for each to ensure the information is correct and current.

When reviewing or revising the responses to each certificate, please be sure to use the Check Spelling feature prior to submitting your report. Additionally, once you have entered or revised information in this section, be sure to click the Save button.

Section IV: Standards and Criteria

Section IV Standards and Criteria requires states to respond to questions about state teacher standards.

All responses from the previous year's report will be preloaded into this section.

When responding to Question 9, please note that selecting Yes to "All levels" does not automatically preload "Yes" responses for each individual level in the chart. Instead, a Yes response to "All levels" means there is a set of state teacher standards in that subject area that spans all grade levels (rather than teacher standards broken down by specific grade levels). If there is a set of teacher standards in that subject area that spans all grade levels, but there are not teacher standards broken down by grade level in that subject area, select Yes for "All levels" and No for each grade level listed under the Grade-Specific Standards. If your state has standards for a subject area that is not listed in the chart, you may insert additional subject areas at the bottom of the chart.

When reviewing or revising any text responses in this section, please be sure to use the Check Spelling feature prior to submitting your report. Additionally, once you have entered or revised information in this section, be sure to click the Save button.

Section V: Pass Rates

States that choose to use the IPRC will have the pass rate data preloaded into the state report each year. States that do not use the IPRC will work with Westat to load the pass rate data into the state Title II report. All states will need to review these data to ensure accuracy.

Section V is broken into several different pages, described below:

Section V Pass Rates

This page contains instructions and pass rate templates. These are only applicable for states that do not use the IPRC and do not work with a testing company in order to calculate pass rates. If

your state uses the IPRC OR works with a testing company to provide pass rates, please ignore this page!

Section V Assessment Information

This page shows each assessment required for initial certification or licensure in the state, along with the low score, high score, cut score, and state average scaled score for each.

Section V Traditional Assessment Pass Rates

This page shows the single assessment pass rates for all traditional programs. Single assessment pass rates are defined as the percentage of students who passed the assessment among all who took the assessment.

Section V Traditional Summary Pass Rates

This page shows the summary pass rates for all traditional programs. Summary pass rate are defined as the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state. Summary pass rates are not be calculated for enrolled students, only for program completers.

Section V Alternative, IHE-based Assessment Pass Rates

This page shows the single assessment pass rates for all IHE-based alternative programs. Single assessment pass rates are defined as the percentage of students who passed the assessment among all who took the assessment. If your state does not have any alternative, IHE-based teacher preparation programs, this page will display the following message “No assessment pass rates have been reported.”

Section V Alternative, IHE-based Summary Pass Rates

This page shows the summary pass rates for all IHE-based alternative programs. Summary pass rate are defined as the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state. Summary pass rates are not be calculated for enrolled students, only for program completers. If your state does not have any alternative, IHE-based teacher preparation programs, this page will display the following message “No summary pass rates have been reported.”

Section V Alternative, not IHE-based Assessment Pass Rates

This page shows the single assessment pass rates for all non-IHE-based alternative programs. Single assessment pass rates are defined as the percentage of students who passed the assessment among all who took the assessment. If your state does not have any alternative, non-IHE-based teacher preparation programs, this page will display the following message “No assessment pass rates have been reported.”

Section V Alternative, not IHE-based Summary Pass Rates

This page shows the summary pass rates for all non-IHE-based alternative programs. Summary pass rates are defined as the percentage of students who passed all tests they took for their area of specialization among those who took one or more tests in their specialization areas. Summary pass rates are based on all assessments that an individual needs to pass to become initially certified or licensed as a teacher in a given area of specialization in a state. Summary pass rates are not be calculated for enrolled students, only for program completers. If your state does not have any alternative, non-IHE-based teacher preparation programs, this page will display the following message “No summary pass rates have been reported.”

Section VI: Alternative Routes

Section VI contains four questions on alternative routes to certification or licensure in your state. Data from the previous year’s report will be preloaded into this section. Please review these data to ensure that the information is correct and current. See below for additional guidance on each question.

Question 1: Has the state approved any alternative routes to certification or licensure?

Tip: This question is asking whether or not there are existing state-approved alternative routes to certification in your state, regardless of whether or not they are currently being implemented.

Question 2: Is the state considering or has the state proposed alternative routes to certification or licensure?

Tip: This question is asking whether or not there are any alternative routes to certification that are currently being proposed or considered, but have not yet been approved by the state – regardless of whether or not there are other existing approved alternative routes to certification in the state.

Question 3: Has the state approved alternative routes to certification or licensure, but no entity is currently implementing them?

Tip: If there are any approved alternative routes to certification in your state that are not currently being implemented, check Yes. If you checked No for Question 1, your answer should be Not applicable for this question.

Question 4: Has the state approved and implemented one or more alternative routes to certification or licensure?

Tip: If there are any approved alternative routes to certification in your state that are currently being implemented, check Yes. If you checked No for Question 1, your answer should be Not applicable for this question.

For all state-approved alternative routes to certification, list each route and answer the questions about each route. To add an alternative route, click the Add Alt Route button.

As you enter information about each alternative route, you will receive an error message if the information entered into numerical fields is not a whole number, the name of the route is missing, or the years are not numerical values between 1970 and 2020.

Section VII: Program Performance

In this section, provide information about how the performance of your state's teacher preparation programs is assessed.

Data from the previous year's report will be preloaded into these sections. Please review these data to ensure that the information is correct and current.

You can use the optional supplemental information section to provide context for your responses. Please note that the text boxes does not have a character limit; however, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section VIII: Low Performing

This section contains questions about the status of your state's teacher preparation programs. Be sure to include both traditional and alternative routes to teacher certification.

Data from the previous year's report will be preloaded into these sections. Please review these data to ensure that the information is correct and current, and be sure to add any newly designated at-risk or low-performing programs in question 6.

Question 5 asks about the current status of teacher preparation programs that were reported the year before. Any teacher preparation programs that were reported as at-risk or low-performing last year will be preloaded. To change the status of a teacher preparation program, use the drop-down menu in the Status column.

In question 6, provide a list of traditional and alternative teacher preparation programs in your state that are currently classified as low-performing or at risk of being so classified. First, choose a program from the drop-down menu and type in the text box the portion of the program that is low-performing or at risk of being so classified (e.g., entire program, special education program). Click Insert, then edit the date designated and program status. Be sure to click Save when you are finished. If you need to delete a listing, click Delete in the row that you need to delete and click OK to confirm.

Once you have entered or revised information in this section, be sure to click the Save button.

Section IX: HQT Shortages

In this section, provide a description of the extent to which teacher preparation programs in your state are addressing shortages of highly qualified teachers by area of certification or licensure, subject and specialties, within your state's public schools. Include both traditional programs and alternative routes to teacher certification or licensure, as applicable.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section X: Teacher Training

In this section, provide information about the preparation of both general and special education teachers to teach students with disabilities and students who are limited English proficient. Include planning activities and timelines if these activities are not currently in place. Include both traditional and alternative routes to teacher certification or licensure, as applicable.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section XI: Technology

In this section, provide a description of the activities that prepare teachers to integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning; and use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement. Include planning activities and timelines if these activities are not currently in place. Include

both traditional programs and alternative routes to teacher certification or licensure, as applicable.

For Title II reporting purposes, universal design for learning is defined as a scientifically valid framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section XII: Improvement Efforts

In this section, list and describe any steps taken by the state during the past year to improve the quality of the current and future teaching force.

Text from the previous year's report will be preloaded into the text box. Please review these data to ensure that the information is correct and current. The text box does not have a character limit. However, we encourage you to be brief, concise and to the point when entering text. Please be sure to use the Check Spelling feature prior to submitting your report.

Please note that links and attachments from the previous year's report will not be preloaded. You will need to re-upload any supporting documents and re-enter any links to related web sites that you would like included in your report.

Once you have entered or revised information in this section, be sure to click the Save button.

Section XIII: Report Card Certification

Title II State Report Cards are due annually on October 31. Neither the U.S. Department of Education nor Westat has the authority to grant extensions to the deadline.

When all sections of the report are complete, follow these steps to certify and submit your report:

- Select the check box under “Certification of submission.”
- Enter your name and title.
- Select the check box under “Certification of review of submission.”
- Enter the name and title of the reviewer.
- Finally, click the “Certify and Submit Report Card” button. *Do not click this button until you are ready to submit your completed report. Once you certify and submit your report, it becomes read-only and you will no longer be able to make changes.*

Data Edit Checks

Throughout the data collection, the system continuously runs Data Edit Checks to ensure the report is complete. If the report is not complete, or if there are any data errors within the report, the system will present a list of errors or questions that have been left unanswered. You must complete all questions and resolve any errors before you are able to certify and submit your report.

Data Edit Checks

Please resolve the following items:

Section	Item
Contact Information	First name is missing
Contact Information	Last name is missing
Contact Information	Street address is missing
Contact Information	City is missing
Contact Information	State abbreviation is missing
Contact Information	Zip code is missing
Contact Information	Email address is missing
Contact Information	Phone number is missing
Section I.e - Area of certification	No area of certification records have been entered
Section I.f	Licenses issued to individuals trained in your state is missing
Section I.f	Licenses issued to individuals trained in another state is missing

Comparison with Last Year

For your reference and review, the system displays a comparison of data reported this year with data reported last year, as well as a percent change from last year to this year. Please use this feature to review any significant changes in your data as a way to double-check for accuracy.

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	12419	12147	-2.19%
Male Enrollment	2371	2404	1.39%
Female Enrollment	9219	8435	-8.50%
Hispanic/Latino Enrollment	257	335	30.35%
American Indian or Alaska Native Enrollment	39	33	-15.38%
Asian Enrollment	177	209	18.08%
Black or African American Enrollment	3251	3061	-5.84%
Native Hawaiian or Other Pacific Islander Enrollment	14	13	-7.14%
White Enrollment	8046	7999	-0.58%
Two or more races Enrollment	110	114	3.64%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	550.3	517.95	-5.88%
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	548.75	801.02	45.97%
Number of students in supervised clinical experience during this academic year	7844	7515	-4.19%
Total completers for current academic year	6604	6943	5.13%
Total completers for prior academic year	7205	6610	-8.26%
Total completers for second prior academic year	6373	6299	-1.16%
Initial licenses issued to individuals trained in your state	5817	0	
Initial licenses issued to individuals trained in another state	3162	0	